



A SHORT SERMON.

Children who read my lay,
This much I have to say;
Each day and every day
Do what is right—
Right things in great and small;
Then, though the sky should fall,
You shall have light.

This further would I say;
Be you tempted as you may,
Each day and every day
Speak what is true—
True things in great and small;
Sun, moon and stars and all,
Heaven would show through.

Figs, as you see and know,
Do not from thistles grow;
And though the blossoms blow
While on the tree,
Grapes never, never yet
On the limbs of thorns were set
So, if you good would get,
Good you must be.

Life's journey, through and through,
Speaking what is just and true.
Doing what is right to do
Unto one and all,
When you work and when you play,
Each day and every day;
Then peace shall gild your way,
Though the sky should fall.

—Montreal Star.

Gen. Sherman in the New York Institution.

Sad are we to learn that General Sherman died in New York last Saturday. We loved and respected him because he was interested in our education and welfare. In fact, many years ago, while visiting at the New York Institution for the Deaf with Principal Peet, he cheerfully went into hand-shaking with the pupils himself, playfully patted on the heads and shoulders the smart ones, and spoke in praise of their good appearance and intelligent faces. He even tried to learn to spell the letter "A" with his right hand that once held the victorious sword resulting in the peace of our nation, but he was only partially successful. He smilingly said in reply to a question put up by the brightest fellow in the class, that the hardest battle he ever fought, in order to be the master, was to spell the alphabetical letters on his fingers. One girl, now a married woman in New York, has reason to be proud of having been (not in the active voice, but in the passive voice), kissed on her lips by such a great general, well-known as a kisser of pretty girls.—*Deaf-Mute Critic.*

Superintendent Jenkins remembers General Sherman's visit to the New York Institution, mentioned above. At that time he was a teacher in that school, with a class of bright boys and girls. The day after the General's visit, Mr. Jenkins asked his pupils to mention any thing they noticed about the general. One of the brightest boys turned to the blackboard and dashed off this sentence: "General Sherman is a great blockhead." Mr. Jenkins was very indignant at such a contemptuous remark in regard to a great man, but the boy explained that he referred to the General's protuberant forehead, which stuck out like a block. As the boy added, to fill out his meaning, "He is very smart and wise."

TEACHERS' MEETING.

"Concerning All Things and Sundry Others."

The Views of the Teachers on Different Subjects. What is the Best Possible Way to Get Children to Study?

A meeting of the teachers of this school was held on Thursday, April 2d, at 2:45 P. M., the superintendent in the chair. After the reading of minutes, the chair announced that no special topic had been named for discussion, in the hope that teachers would bring up any topics in which they were interested. Mrs. Ervin said that she had a pupil—a naturally bright girl—who would not study her evening lesson. Every means that she could think of had been tried, but the girl remained indifferent, and the hour of evening study was entirely wasted.

Miss Gillin suggested sending a sample of her poor work, resulting from this idleness, to the girl's parents. Sometimes even the suggestion of such a course acted as a stimulus on pupils who were indifferent under the usual treatment.

Mr. Lloyd thought that the unfavorable surroundings under which our pupils have to do their evening study were in part responsible for the failure to get the best results. It is tiresome for a child to sit in a chair and hold his book instead of having a desk to rest it on.

Mr. Jenkins asked the nature of the lessons given. Mrs. Ervin said that it was a manuscript lesson copied in school, to be committed to memory. Mr. Jenkins suggested that young pupils, like those in Mrs. Ervin's class, generally find more interest and benefit in reading lessons illustrated with pictures, than in committing sentences to memory. Picture books and pictures clipped from old magazines, mounted on sheets of paper with descriptions and questions, might hold the attention of children who would not commit a bare lesson in language to memory. Miss Gillin dissented from the view that questions or any work which might require assistance from the teacher on duty, should be recommended for evening work. The teacher's attention was fully occupied in the preservation of order. Mrs. Ervin agreed that she had found her pupils more interested in lessons which were merely to be read than in such as were to be memorized. Pictures were a great help in keeping up the interest.

Mr. Lloyd spoke again of the disadvantages imposed by the arrangement of rooms in this school. He spoke of other institutions which have large rooms for evening study, equipped with desks and specially arranged for the purpose.

Miss Gillin asked for suggestions as to methods for developing the imagination of the pupils. They

are apt to be veritable Gradgrinds in their devotion to facts.

Mr. Jenkins thought this a useful line of enquiry. Many persons seem to think the imagination a faculty which serves only for idle amusements, whereas it is as essential to the man of science, the inventor and the mechanic as it is to the poet or the painter. To use this faculty successfully, it must be provided with suitable material, that is, the mind must have gathered a store of accurate knowledge of external objects. The pupils must be trained to observe closely and to report the facts of color, form, size and other properties of objects. The work which our pupils do in describing actions and pictures helps in this way. Mrs. Ervin said that the pupils take to this kind of instruction readily, but their descriptions do not go beyond a catalogue of the facts which the picture records. Mr. Jenkins said that this was the first part of the work. After a picture—especially one in bright colors containing a good many figures, has been in this way analyzed, the pupils may be induced to try to supply a history of the action which has led up to the situation shown in the picture, or to forecast what the different persons will do. Miss Bunting said that this method had been used in her class, with good results. Mr. Jenkins said that forming designs with bits of stick or blocks, drawing designs with colored chalk, and the like were good exercises for young children. In the study of geography the imagination may be cultivated by studying and making relief maps, by using pictures, especially such as may be found in the weekly papers, in connection with the map of the place to which these pictures refer, by making rough drawings on something like an accurate scale, of mountains, capes, &c., comparing them with natural objects of which they already have a good idea. Geographical and historical study, even with hearing children, misses half its purpose for the want of a sufficient power of imagination on their part to make the map or the story real to them.

Mr. Lloyd urged the necessity of getting down to the pupils' level and of asking questions to the point of exhausting the subject on hand. If well chosen, such questions as a child of three years old would ask are generally good for the purpose. It must not be thought that it is easy to think up a number of such questions off-hand. The teacher must be always on the look-out for such questions and note them down. Miss Snowden asked for suggestions for language lessons for an advanced class. She had tried journals, but without satisfactory results. Few pupils will go over their corrected work with enough care to profit by the work which the teacher has put into the correction of mistakes. Mr. Lloyd suggested the filling out of incomplete sentences, leaving blank spaces for words or phrases on which the pupils need practice. Dictation

exercises, the description of pictures and some other means were also suggested. After some further informal discussion the meeting adjourned at 3:45 o'clock.

Anecdotes of the Deaf.

The "Ball Pitcher," Douglas Tilden, the deaf-mute sculptor's remarkable statue, is a curious likeness of himself, says a correspondent of the *Call*.

Looking upon this beautiful piece of art the other day, I was forcibly reminded of my first acquaintance with the artist. He was 3½ years old, but even then he foreshadowed the inventive faculty while his fond mother proudly told me that her handsome boy was a genius.

He was certainly a fine looking little fellow; large for his age, upright as a dart, with a beautiful head and frank manly face. He was not at all bashful, and had a courteous charming way of explaining all the wonders of his toys in a broken baby vocabulary.

While I sat chatting with his young mother, Douglas and his brother, a year older, wandered away. An hour had elapsed when we were startled by the most heart-rending sounds. We opened the window and saw the two boys approaching, apparently with musical instruments. Charlie, the older, was playing on some kind of wind instrument, and Douglas sang as he turned the handle of a hand-organ. But the startling part of the performance was yet unexplained. The song sung by Douglas was very sweet, and seemed to be in a foreign language; but his mother translated the words, "Ji mouts, we wilts," into "Chime on, sweet bells." We gazed anxiously about, to see where these soul-curdling sounds came, and as they certainly emanated from the hand-organ we stepped out on the piazza and insisted upon an investigation, which was stoutly resisted for some time by the valorous organ-grinder, but at last he allowed us to lift the instrument from his shoulders; and upon opening it the pet cat bounded wildly forth and scurried away.

Douglas indignantly stamped his foot, and with blazing eyes turned to his mother and said: "Naughty mamma, now my moogee's (music) gone."

We examined the hand-organ and found that the ingenious little fellow had an unfortunate cat in the box which represented the organ. The tail protruding through a hole cut for the purpose, and serving as the crank. When the young musician started the mechanism, it was no wonder that he brought out such doleful music.

A few months later this promising child was stricken with scarlet fever in its most malignant form. After a terrible illness he recovered, but the sweet voice was hushed forever, and no sounds of music can again greet his ear until he listens to the chant of the heavenly choir. —*San Francisco Call.*

The Silent Worker.

PUBLISHED EVERY MONTH

AT THE

New Jersey School for Deaf-Mutes.

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith.

TRENTON, APRIL 30, 1891.

OUR base ball club easily defeated the Dupuy School boys, the score being 30 to 1.

SOME of the boys and girls have begun to work at wood-carving. It is too late in the year for them to go very far, but they are making a good beginning. It is not easy to find room for this work, or time to teach it, or the right kind of wood to use. But both teacher and pupils are eager to work, and "where there's a will there's a way."

THE Russian authorities ordered all the teaching in the Warsaw schools to be in the Russian language. Even the Deaf-Mute school was forced to obey this law. But the parents of most of these pupils speak only the Polish language. So, after the deaf-mutes have learned to speak, read and write Russian, and go home, all that they have learned is useless to them, because no one can understand them and they can understand no one.

WE are pained to learn of a dreadful accident which happened to a brother of our old schoolmate Frank Nutt. He was working in the wire mill of the Trenton Iron Company, tending a machine in which wire is drawn through a hole and wound on a spool. The wire became tangled and broke, and the end flew back, striking young Nutt in the face and cutting deep into his cheek and forehead. The surgeons were obliged to remove both his eyes, and it is feared that he may die of his injuries.

MR. HEIDSIEK, of the Deaf-Mute School in Breslau, Germany, has long been opposed to the exclusive use of articulation, although that method is in use in the institution where he teaches. He says that in order to prevent the pupils from using signs the teachers in the German schools punish them cruelly, that many of the pupils learn much less than they would if they were taught only written language, that the effect of the system on the temper and disposition of the pupils is, in many cases, unfavorable, and that most of those who do learn to talk lose the power to do so after leaving school. He thinks that the best results can be got by combining signs with articulation teaching. His associates do not seem to agree with him, but he appears to be earnest and conscientious in what he says.

SPRING has fairly set in, and it brings the usual amount of work in making flower-beds, cutting grass and so on. The small boys, marshalled by Michael Condon, make themselves useful in cleaning up the grounds, every afternoon. In making paths Mr. Burd's mathematical eye comes into play. He can lay out a curve by eye as well as a surveyor can do it with his instruments. The big lawn-mower has been put in order and will soon be heard clicking around over the grass.

DR. BELL is at present engaged in perfecting an electric labor-saving device for the school-room. It is to be worked like a type-writer, and when a key is struck, the proper letter appears on the wall or screen large enough to be seen distinctly across a large room. When the sentence is completed, a touch on a spring causes it to disappear. This will be an improvement on finger-spelling, and will be hailed with delight by teachers of the deaf.

Mr. Guggenheimer's Death.

Mr. Albert Guggenheimer, one of the most prominent deaf-mutes of New York, died on the 27th of last month. He was employed as cashier and head bookkeeper in the large clothing house of Guggenheimer & Rheinhardt, and was considered an excellent accountant and business man. He was very popular in society, being handsome, witty and generous. His funeral was largely attended, both by deaf and by hearing persons.

Out of Danger.

Miss Wilkinson, the only child of the Principal of the California Institution, has been dangerously ill for many weeks past, with pneumonia. About a month ago she was getting better, but she had a relapse and was again in a critical condition for some time. The last number of the *Berkeley News*, published at the California Institution, contains the welcome news that Miss Wilkinson is now thought to be out of danger. Miss Wilkinson is remembered very pleasantly by all who attended the Convention of 1886, for her beauty, vivacity and grace, and for the tact, unusual in a maiden of her years, with which she assisted in entertaining the multitude of guests who descended on the institution.

"Chalk Talk" Entertainment.

On the evening of the 9th, Mr. Geo. E. Little, of Washington, D. C., gave a "Chalk Talk" before this school, in the chapel. The pupils were very much entertained by the wonderful rapidity and certainty with which he sketched familiar objects, and especially faces, which with a few swift strokes, changed expression entirely. The effect on the pupils was stimulating and instructive. The last thing that Mr. Little drew was a scroll, draped with the Stars and Stripes, and bearing the motto, "In God we Trust." A boy whose skill in drawing is ahead of his knowledge of language, drew this piece, from memory, quite well. The next day, but he reproduced the motto in this shape: "In God, Me First." Quite a happy blunder, if he only knew it!

CHANGE MADE.

We Are Now Looked After by the State Board of Education.

Since our last number was issued, the management of this school has been transferred from a special Board of Trustees to the State Board of Education, a list of whose members will be found on our fourth page. We gave considerable space, last month, to expressions of regard for the retiring Board, from pupils, employes, teachers and officers. We shall always think with gratitude and respect of these gentlemen, to whom the school is indebted for so much of its present success. The deaf can never have warmer friends nor the State more faithful agents than they have been. With this issue we welcome our new governing body, and we earnestly hope that the members of this Board will be as warmly interested in the work of the School for Deaf-Mutes as their predecessors have been. It will be seen that the principal officers of the Executive and Legislative branches of the State Government, and the head of the law department, are, ex-officio, members of the Board. Among the appointed members are names that stand among the highest in the State as experts in educational matters, as men of culture or as men of affairs. While none of them has hitherto had any connection with the education of the deaf, we feel sure that among men of this stamp the misfortune of deafness will find ready sympathy, and that they will fully appreciate the very great benefit which education confers upon the deaf. At the outset we would appeal to them, on behalf of the deaf, for sympathy, patience and liberality. We who hear get the really essential part of our education, namely, the possession of a means of free communication with other men and with books, almost without an effort. Language is poured into our ears all day long, from the day of our birth, and the slight labor of mastering a few printed characters gives us access to the limitless resources of books. Most of the knowledge we possess either comes to us in the same way, or rests on what was so acquired. On the other hand, the deaf-mute has to gain every step in such knowledge by a conscious and painful effort. He has to make the race of life under a heavy handicap. Is he not fairly entitled, then, since the State has taken his education in hand, to whatever training will make him stronger in body or more skilful in the use of hand or eye; whatever will sharpen his wits, strengthen his will, soften his temper and elevate his character? The members of the Board have accepted their position, which makes considerable demands upon their time with no pecuniary reward, from a desire to render valuable services to the cause of education. We can only promise them, in return for whatever they may do for this school, in addition to their own sense of duty well done, the thanks of all our pupils, a class who hold upon us all the claim that springs from a heavy misfortune caused by no ill desert of theirs.

Make Their Own Apparatus.

The superintendent has just made a small purchase of glassware and other material which is to be used in the construction of apparatus to teach the pupils some of the most important facts in physics. Harry Pidcock is now at work on the model of a common pump, which will show the working of the valves, as the barrel is of glass. The girls prefer to use their spare time in picking leaves and flowers and describing them, by pen and pencil, in books they make for the purpose.

Death of John Carlin.

John Carlin died this morning at his residence, No 212 West Twenty-fifth Street, at the age of seventy-eight years. He had been in ill health for the past six months, but on Saturday last was seized with pneumonia, to which, notwithstanding hopes of recovery, he finally succumbed.

Mr. Carlin was born a deaf-mute in Philadelphia in 1815. From a child he showed a taste for art. He was one of the first pupils at the Philadelphia Institution for Deaf-Mutes, whose advantages by the time he was twelve years old he had exhausted. His studious and artistic tastes, however were always incentives to self-improvement, and practically he was self-educated. At twenty-five years of age he went to Paris, and there studied art for three years with Delaroché. When he returned to this country Mr. Carlin settled in this city as a miniature painter. As a master of this calling he was most widely known by speaking people. His clients were chiefly among the Knickerbocker families of this city and prominent people throughout the State. At Washington, in the days preceding the war, he was on familiar terms, by virtue of his profession, with most of the distinguished men of the day. He counted among his friends Wm. H. Seward, Thurlow Weed, Horace Greeley, Hamilton Fish, and other men of equal prominence.

Outside of his profession Mr. Carlin was known also as the deaf-mute poet. In an article in *Harper's Magazine*, March, 1884, he himself relates his poetical experience, illustrating some remarks by Edgar A. Poe on the subject. As a child he was fond of reading Shakspeare and Milton, and in his own way constantly attempting to write poetry. As he grew older he realized that something was wanting. On submitting his efforts to literary men he learned that the difficulty arose from his ignorance of rhythm and sound. This difficulty he set himself to overcome. How well he did so is shown in a poem printed in the article entitled "The Deaf Mute's Lament," and beginning

I move a silent exile on the earth.

Mr. Carlin's interest in deaf-mutes was wide and untiring. He contended against restricting their education to their supposed limited faculties. He was especially earnest in their cultivation of the sciences. For these reasons he was widely known and loved by deaf-mutes both in this country and Europe. His own house, where he had lived for forty years, was a centre of interest for others afflicted like himself. Mr. Carlin married in early years a deaf-mute lady, and had five children, none of whom it is interesting to know, is a deaf-mute.—*N. Y. Evening Post*.

ARBOR DAY FESTIVITIES.

The Pupils Represent the Different Kinds of Trees.

Arbor Day, the 17th of this month, was appropriately celebrated at this school. The pupils assembled in the chapel at half past ten. After a brief address by the superintendent, the poem "The Tree" was recited in concert by Misses Eckel, Hunter and Lefferson. Eight of the older pupils then came forward in turn, each bearing a branch of some tree which grows on the school grounds, and each one recited a short description of the tree which he or she represented. On the wall were pinned charcoal drawings, by different pupils, of the leaf, flower and fruit of each of these trees. A beautiful purple-leaved beech was ready to plant in the circle east of the building. Mr. Jenkins asked the girls to name the tree after some man whom they honor. In an instant several hands were up and spelled rapidly, "Mr. Seymour." No other nomination being made, the vote was taken, and the name "James M. Seymour" was unanimously chosen. The pupils then went to the place where the tree was set out, and Miss Essie Spanton performed the ceremony of naming it, and then spelling on her fingers the words "I name thee James M. Seymour." The exercises were then declared at an end and the pupils were dismissed.

We give below the poem and addresses which were recited by the pupils:

THE TREE.

I love thee when thy swelling buds appear,
And one by one their tender leaves unfold,
As if they knew that warmer suns were near,
Nor longer sought to hide from winter's cold;
And, when with darker growth thy leaves are seen
To veil from view the early robin's nest,
I love to lie beneath thy waving screen,
With limbs by summer's heat and toil oppress;
And when the autumn's winds have stripped thee bare,
And round thee lies the smooth, untrodden snow,
When naught is thine that made thee once so fair,
I love to watch thy shadowy form below,
And through thy leafless arms to look above
On stars that brighter beam when most we need their love.

EDWARD M. MANNING

I am a hickory tree, and I flatter myself that I am as good as any other tree in the woods. I bear shell-bark nuts, and the boys all like me for that. I am a clean and handsome tree. When cut down, my wood is the best of all for fuel, burning with a clear, bright flame. My wood is also the strongest and toughest of all woods. It is capital for making the wheels and shafts of wagons, for axe-helves and for any other use where strength and elasticity are needed.

PAUL E. KEES.

I am the oldest of all the trees. Can you guess my name? Why, I am the chestnut, of course. All the boys and girls like to go chestnutting in the fall, and to open the prickly burrs and take out the pretty brown nuts, with their soft shells. They take the nuts home and boil them. My wood is soft and brittle. It is good to make picture frames and wainscoting. We chestnuts are very sociable. You often see three or four of us growing in a clump. You may laugh at the chestnuts, but you would feel bad if there were none.

EDNA MILLER.

I am a tulip tree, or, as I am often called, a poplar. Do you not admire my tall and stately trunk? You can recognize me by my odd-shaped leaf. In May I bear lovely greenish yellow flowers which look like tulips. My fruit is in the shape of a cone. My wood is soft and easily worked. It is straight-grained and free from knots, for which reason carpenters like it. They often use it for making drawers and the like. They call it "whitewood." The old deacon's One Hoss Shay had its

"panels of whitewood, which cuts like cheese,
But lasts like iron for things like these,"
O! I'm a daisy!

BERTHA FREEMAN.

I am a hemlock. Like my cousins, the pine and the cedar, I am an evergreen. My narrow, stiff leaves make a warm coat in winter, so I do not shiver, all bare in the cold, like the poor deciduous trees. We hemlocks thrive in cold regions like Canada.

"In the forest primeval
The murmuring pines and the hemlocks
Stand like Druids of old, with beards that
rest on their bosom."

We are not only beautiful but useful. Men chop us down and strip off our bark to use in tanning leather. The logs are sawed up into lumber. The joists, and studs of houses are often made of hemlock.

WALTER HARTMAN.

I am an oak tree, and I am called the "monarch of the forest." I am the strongest and most robust of all trees. I bear acorns, which are pretty in shape (you can see one on the slate), and of which pigs are very fond. But they are too bitter for boys to eat. Oak wood is very strong and hard and heavy. It takes a high polish, and makes elegant furniture. It is very durable. It is also very good for fuel. Some of us oaks have bark which is the best of all kinds of bark for tanning leather.

"A little of thy steadfastness,
Rounded with leafy gracefulness,
Old oak, give me!"

RICHARD ERDMAN

I am a bass-wood tree. I think I am one of the most graceful of forest trees, but I must confess that I am not of much account except for my beauty. My wood is soft and brittle and not durable. It is soggy and full of sap, so it is worthless for fuel. It is only good to be ground up into powder and then soaked in water and made into paper—and poor paper at that. I think the boys and girls who can't learn their lessons are made of bass-wood. The tough, hardworking boys are like General Jackson, who was nick-named "Old Hickory."

GRACE REDMAN.

I am a beech tree, and if I am not as valuable as some trees, I am certainly good-looking, with my graceful shape and my white bark. I bear little three-cornered nuts, which boys like to gather and eat. My bark is thick and soft. Boys like to cut their initials in it. My wood is good to make bowls, spoons, planes, curry-combs and so on. But it is not good for much as fuel.

Mr. S. P. Cornelius, a graduate of the Lexington Avenue School for Deaf-Mutes, is a skillful wood-carver, and has lately got a good position in Meadville, Pa., at this trade.

MANUAL TRAINING.

The Argument for this System as Presented by the New York College.

"Of what use is it to a boy to learn in school, in addition to his studies in language, science and mathematics, how to make a mortise-and-tenon joint, or to model in clay a cube or a lion?" "Why make a boy study Latin unless he is going to be a clergyman?"

A better question than either is: Why should he go to school at all? Is it to acquire information of any sort, so much as to learn, and to gain power to do? If what a child does in school is to learn rules for working problems, what preparation is that for life, where are problems without rules?

Here lies the power of manual training. Other subjects, arithmetic, geography, etc., may be taught in such a way as to develop power to think and to do. Manual training must so be taught.

In manual training there are no rules. There can be no rote-work. The pupil can deceive neither himself nor his teacher. Either he can plan and execute that project in paper, clay, wood, or he cannot plan and execute it. His work, not his words, is the sole test of the truth of his thought; if true, it needs no proof; if false, it is false on its face.

This training in exactness, order, precision; in power to think, judge, execute; in truth and honesty with self—that's manual training.

The above, from a circular issued by the New York College for the Training of Teachers, gives the argument for manual training in a nutshell—that is, the argument for the system as a means of education. As we use the system, it is shaped so as both to educate the powers of body and mind, and also to fit the pupils for some particular handicraft. We do not think that in the schools for the deaf there is needed any preaching to make converts to the manual training idea, but as an illustration of the above, we may cite a bit of work which is going on as we write. A boy is placed at a table before a handsome piece of furniture, with his drawing materials at hand, and receives the written directions: "Make a working drawing of that dressing case, on a scale of three inches to the foot. Make a model from the drawings, using ash, except for the drawers, which may be of white pine." If anybody thinks that such work is not education, but that learning a list of the bays on the northern coast of Siberia is education, we must leave him to his opinion, while we keep our own.

We knew a case, a good many years ago, in a Massachusetts village, where a shrewd committee man, making the examination at the close of the term, found that the older pupils performed their work in arithmetic very well, but wanted to give them a test of his own. So he asked them to tell him how much wood there was in the pile by the school-house, and what it was worth at four dollars a cord. Not one of them could apply the rules he had learned at school, just because they all had learned rules and had not learned the things which the rules were about. As Dr. Nicholas M. Butler, the President of the College for Teachers, is a member of the new Board of Education, we are sure that manual training will have a strong friend in him.

Martin Tracy is a boy who has very good control over his muscles. He is one of the very best shoemakers in our shop, he can draw nicely and, in particular, he can do lettering almost as well as a professional sign-painter, he is a good ball player and quite a gymnast. He can run and throw a somersault in the air, lighting on his feet.

Indiana Has a Gymnasium.

The pupils of the Indiana Institution have the benefit of gymnastic training as well as of manual labor. The boys were lately put into uniform, and the tailor who measured them said that he had never measured a set of boys who showed an equal average development of chest and of muscle.

Package of Old Letters.

Miss Bunting lately discovered a package of old letters, written by some one in the family connection who had moved to Ohio in the early part of the present century. They had settled near Cincinnati and found the country fertile and pleasant, but there were no good roads and it was impossible to buy many things which were needed in housekeeping. Only think what a change since then!

Young Pupils Meet.

The meetings of the Speech Club and Manual Club are so much enjoyed by the members, that the younger pupils want to have a club too. On the 18th the younger pupils who are learning to speak were allowed to have a meeting in the Superintendent's parlor. They had a good time, and Weston and Donald Jenkins entertained them. They played games, looked at books and had a treat of fruit and cake. They enjoyed it very much.

Alexander Dunn Found.

Mr. Alexander Dunn, a prominent business man of Trenton, disappeared on the evening of March 21st. It was found that his business affairs were in bad condition. Nothing certain was learned about him until Sunday April 19th, when his body was found in the Delaware river. A post mortem examination showed that his brain was diseased, and that he also had Bright's disease. He must have been insane. We used to buy many things from his hardware store. He was well known to many of our pupils.

Taken to Perkins Institute.

Miss Boyd, the nurse at the Western Pennsylvania Hospital, has just returned from Boston, where she went in charge of Tommy Stringer, the 5-year old deaf, dumb and blind boy, in whom Pittsburgh people have taken much interest. Tommy is in the Perkins Institute, where he is being taught by little Helen Keller, the deaf, dumb and blind child of Tuscomb, Ala. Helen Keller is learning to talk, and is confident of being able to teach Tommy. There is only one other case on record in which a deaf, dumb and blind child has been taught to talk.

Two Old Napkins.

There are in the possession of St. Michael's P. E. Church in this city two napkins, of the finest linen and beautifully embroidered, which are very highly valued as relics. They were made, as the embroidered legend states, at Hamilton, England, in the year 1714, by order of Queen Anne, and, no doubt, came from the fund called "Queen Anne's Bounty," which was devoted to the assistance of the Episcopal churches in America. The napkins are still in fair condition notwithstanding their age, and were used on Easter Sunday in administering the communion. They will be carefully kept as relics of the past.

ORAL SCHOOL FOR DEAF.**Deaf Children to be Trained to Speak Early in Life.**

From the Public Ledger.

MR. EDITOR:—It has been demonstrated that deaf children can be taught speech and lip-reading; be educated and be enabled to communicate with their families and friends through the same, and a number of pure oral schools for such instruction are to be in existence in the United States. To the complete success of this method, however, it is necessary that these deaf children should be trained and guided to speech from the age when hearing children begin to learn to talk.

As the majority of these children are poor, and as all mothers, even of those who are not poor, do not understand how to train them to speech, Miss Fuller, Principal of the Horace Mann School for the Deaf (pure oral), Boston, established two years ago, a home for the training in speech of deaf children before they are of school age. The necessary funds for commencing the good work in New England were raised by the mother of a successfully trained deaf child. The children are, of course, under the care of persons especially trained for that purpose, and their progress already gives great encouragement.

Miss Fuller, who has been principal of the Horace Mann School for the Deaf says: "Does it not seem unaccountable that the earliest years of deaf children's lives have been so long overlooked in the plans for their mental development?" It is proposed to establish in the Middle States, as speedily as possible, such a home as Miss Fuller has established in New England, and the public are earnestly requested to contribute to the endowment fund required for the same.

Subscriptions may be sent to Frank K. Hipple, 1340 Chestnut street, Philadelphia, Pa., who has consented to act as treasurer. William Pepper, Provost of the University of Pennsylvania; D. Hayes Agnew, M. D., Emma Garrett, Principal of the Pennsylvania Oral School for the Deaf; Horace Howard Furness, Lawrence Turnbull, M. D., Charles S. Turnbull, M. D., J. Solis Cohen, M. D., Harrison Allen, M. D., Wharton Sinkler, M. D., Edward H. Magill, ex-President of Swarthmore College, Charles C. Harrison, Thos. Chase, ex-President of Haverford College, Mary S. Garrett. W.

Well Printed Report.

We have received a copy of the proceedings of the Convention of Instructors of the Deaf, held last summer at the New York Institution. The report is a stout octavo volume, well printed on good paper, and is a credit to the printing office of the New York Institution, from which it is issued. The reporting and proof-reading have been done with unusual care and skill. There are many papers of interest and value to teachers of the deaf in the volume, and we would advise every teacher who wishes to keep up with the times to send ten cents in stamps to Prof. E. H. Currier, Station M., New York City, for a copy.

Albert Kidd, a graduate of the Philadelphia Institution for Deaf-Mutes, is one of the finest amateur wrestlers in the country. He is now living in Detroit.

SLEIGHT-OF-HAND.

(Continued from March Number.)

These women jugglers came from Jeypore, and they are fair types of the girls of Western India. I am surprised at the variety of races you find here in India, and there are more people in Hindostan than in all Europe. The costumes of the women differ in different provinces, and in the Andaman Islands in the bay of Bengal, where the great prisons of the English are located, the native women are clad in fig leaves and a bustle of wicker. These people have only names for common gender, which are applicable to either sex, and they use a noise like crying to express friendship or joy. Some of the hill tribes of India look very much like negroes, and there are in India tribes which are no more than savages. In Central India, only seventeen years ago, there was a tribe of about ten thousand whose women wore no clothes. The sole covering of the female consisted of a few beads around the waist with a bunch of leaves tied before and behind, and they were clothed finally by the order of the English Government. An English officer gave strips of cotton to the women and they put them on. Since then many of them have gone back to their beads and leaves.

On the slopes of the Himalayas there are many curious tribes. Some of the tribes near Darjeeling reckon a journey by the numbers of quids of tobacco which they chew upon the way, and some of the most gorgeous specimen of Hindoo jewelry I have seen. I saw on the women of the Himalayas. I remember one mountain pink who had fifty rupees around her neck and whose limbs were loaded down with silver. She had gold plates twice the diameter of a silver dollar upon her ears, and her mouth was covered by a flat, gold nose ring.

Here at Bombay are the prettiest women of India. They are the Parsees. With delicate, olive-brown skins, they are tall and well-shaped, have beautiful eyes and fine, intellectual faces. They dress in silk of the most delicate colors and the dress seems to consist of one large piece of silk, which is wound around the waist and then carried up over the body and the top of the head, so that the face looks out and the whole hangs in a beautiful drapery. Many of them, I note, have silk stockings and slippers to match the color of their dresses, and they are the brightest and prettiest women I have seen.

Outgrown Their Accommodations.

The North Carolina Institution for the Deaf and Dumb and for the Blind, one of the oldest institutions of the kind in the country, has outgrown its present accommodations at Raleigh. The Legislature has passed an act to separate the deaf-mutes from the blind. The latter will continue to occupy the old buildings, at Raleigh, and the school for deaf-mutes will be removed to Morgantown, in the western part of the State, where they will have fine grounds covering one hundred acres. New and convenient buildings will be put up for the institution. Morgantown is among the mountains, and is not very far from Asheville, the summer resort so famous for its scenery. The boys of the school will certainly have a fine chance to learn farming, and to enjoy the beauties of mountain landscape.

HERO GEORGE.**Risked His Life to Save a Deaf Boy.**

Elky Twining had a pair of handsome ears. But when the linnet piped in the morning Elky could not hear the song.

Elky's mouth had a sweet smile. Yet, although he could whistle for his dog Popsey, he had to ask his mother for gingerbread with his fingers.

He made signs which his mother knew very well, but he could not speak. He was deaf and dumb.

It seemed sometimes as if the robins knew it. They would sing very loud when he passed by, and now and then Elky would look up and smile. He knew they were trying to make him hear.

Elky's parents were poor, and he did errands for a living. Sometimes he sold matches. Everybody was fond of the poor little fellow, for he was as sweet and kind as he was deaf and dumb.

One day Elky was passing Mr. March's house with matches for sale. It was winter. Georgie March was drawing his sister Celine upon his birthday sled. Up and down the sidewalk pony George scampered, while Celine was laughing and shouting with delight.

Elky stopped in the middle of the street to watch the children. They were friends of his and he was fond of them. They gave him some of their old playthings every birthday and Christmas.

Suddenly a horse turned the corner swiftly and came galloping down the street. He was running away. The driver had fallen out of the sleigh. "Whoa! Whoa!" shouted three men.

"Stop him!" cried six women. But the horse had no idea of stopping. He was free for once and he wanted a frolic.

"Look out, Elky!" cried Georgie to the little match boy. "Look out for the horse!"

"Oh, dear!" said Georgie to himself, "he can't hear! Hold on, Celine!"

And Georgie dropped the sled rope and ran out to Elky. He had just time to push him aside when the horse rushed by.

But poor Georgie fell in the snow with a cry of pain. The sleigh had struck him, and hurt him cruelly.

He tried not to cry, but sobs broke from his lips. Elky tried to lift him out of the snow, and the tears streamed out of his eyes.

Georgie had to stay in bed a whole week. Elky came to see him every day, and you may fancy how fond he was of Georgie.

Somebody asked: "Why did Georgie risk his life to save Elky?"

When Georgie heard of it he said he was glad he did it. It was bad enough for Elky to be deaf and dumb without being lame, too.

And really, now, little boys like Georgie make the heroes of the world.

The happiest people are those who take pains to help others, and save them from suffering.—*Kham, in Our Little Ones.*

Emin Pasha states that in Central Africa there is a tribe of monkeys that know how to use fire. They carry torches at night to light them during their depredations upon the fruit grown by the natives.

STATE BOARD OF EDUCATION.

Ex-Officio.

LEON ABBETT, Governor.
HENRY C. KELSEY, Secretary of State.
WILLIAM C. HEPPENHEIMER, Comptroller.
JOHN P. STOCKTON, Attorney-General.
ROBERT ADRAIN, President of the Senate.
JAMES J. BERGEN, Speaker of the House of Assembly.

ALEXANDER G. CATTALL, Camden.
JOHN H. SCUDDER, Trenton.
JAMES DESHLER, New Brunswick.
JOHN P. BROTHERS, White House Station.
NICHOLAS M. BUTLER, Paterson.
JAMES S. HAYES, Newark.
WILLIAM W. VARRICK, Jersey City.
WILLIAM R. BARRICKLO, Jersey City.

Officers of the Board.

GOVERNOR LEON ABBETT, President.
JAMES S. HAYES, Vice-President.
EDWIN O. CHAPMAN, Secretary.
WILLIAM C. HEPPENHEIMER, Treasurer.
School for Deaf-Mutes.

SUPERINTENDENT,
WESTON JENKINS, A. M.

STEWARD,
JOHN WRIGHT.

ASSISTANT STEWARD,
ELIJAH C. BURD.

MATRON,
MISS KATE FLYNN.

SUPERVISOR OF BOYS,
MRS. MARY L. ELLIS.

SUPERVISOR OF GIRLS,
MRS. NELLIE JONES.

TEACHERS.

Academic Department.

ROWLAND B. LLOYD.
MRS. MARY P. ERVIN.
MISS VIRGINIA H. BUNTING.
MISS MARCELLA V. GILLIN.
MRS. MATILDA B. MILLER.
MISS ELIZABETH C. SNOWDEN.

Articulation.

MRS. ROSA KEELER.

Industrial Department.

MISS FRANCIS C. HAWKINS, Drawing.
H. B. WOOD, Printing.
PETER GAFFNEY, Carpentering.
WALTER WHALEN, Shoemaking.

TERMS OF ADMISSION.

THE NEW JERSEY SCHOOL FOR Deaf-Mutes, established by act approved March 31st, 1882, offers its advantages on the following conditions: The candidate must be a resident of the State, not less than eight nor more than twenty-one years of age, deaf, and of sufficient physical health and intellectual capacity to profit by the instruction afforded. The person making application for the admission of a child as a pupil is required to fill out a blank form, furnished for the purpose, giving necessary information in regard to the case. The application must be accompanied by a certificate from a county judge or county clerk of the county, or the chosen freeholder or township clerk of the township, or the mayor of the city, where the applicant resides, also by a certificate from two freeholders of the county. These certificates are printed on the same sheet with the forms of application, and are accompanied by full directions for filling them out. Blank forms of application, and any desired information in regard to the school, may be obtained by writing to the following address:

Weston Jenkins, A. M.,
Trenton, N. J. Superintendent.

Mr. A. J. Andrews, a graduate of the New York Institution for the Deaf and Dumb, has a clerkship in the office of the Richmond and Danville R. R. Co., in Atlanta Georgia.